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ABSTRACT

This paper examines the Competency Based Teacher Education (CBTE) program at the University of Toledo, Ohio. A description is given of the development of the program and its implementation in 1971. The reasons for changes in the CBTE program are discussed and teacher surplus, enrollment changes, and the fact that the program was expensive are described as among the major factors that led to a reassessment of the program in the early 1980s. These forces for change are analyzed, and the efforts that were made to improve the program and make it more responsive to current demands are described. An outline is provided of the primary focus of the program, and a description is given of the ongoing process of evaluation and assessment of the present CBTE program. (JD)

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CBTE Past and Present
The Toledo Experience

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CBTE Past and Present
The Toledo Experience

Historical Perspectives

Introduction

The 1960's were a time of social change. Many institutions in society, political, religious and educational, were caught in the currents of change often in the guise of the word "reform." This paper addresses a particular kind of educational reform movement as it took place at The University of Toledo, College of Education and Allied Professions. In 1967 the US Office of Education requested proposals to develop educational specifications for a model teacher education program. Nine education institutions including The University of Toledo received funding to develop a creative approach to teacher education. It was decided that if this effort were to be successful that it would have to be done in conjunction with school people.

Phase One: Development

It was established early in the development period that this teacher education program would need to be comprehensive and serve the needs of six different groups which came to be called the major target populations. These groups included (1) preservice--preschool and kindergarten teachers, (2) preservice elementary teachers grade 1-8 (3) inservice teachers, (4) college and university personnel, (5) administrative personnel and (6) support personnel. Ten goals of the program were borrowed from the committee on quality education of Pennsylvania State Board of Education. These goals which will not be listed here did offer direction for the project.

Five contexts were created as a reflection of the goals based on assumption that five conditions of life in education were of major importance and must be considered in the formulation of any program of teacher education. These contexts were (1) instructional organization, (2) educational technology, (3) contemporary teaching-learning process, (4) societal factors and (5) research. Each of these areas had a position paper created by a well known leader in education.

Once these five position papers were created based on the five contexts we were then in a position to develop the educational specifications. Within each of the contexts, sub-topics were developed which provided a focus for the development of a specification. The specifications came to look like a lesson plan complete with objectives and target population, a treatment to reach the objectives, a listing of materials to support the treatment, and an evaluation activity which would be a reflection of the objectives which were written in behavioral terms. A total of 818 specifications were able to accommodate over 2,000 behavioral objectives spread somewhat unevenly over the five contexts.

Phase Two: Feasibility

The second phase of the program was an effort to determine the cost of the program. Through a simulation model the specifications were costed out to ascertain what would be the total cost of the project. Each of the contexts

had costs assigned and actually four programs were presented based on time and cost constraints.

Implementing the Program

It wasn't until this phase (1971) that we began to use the term Competency Based Teacher Education (CBTE). One of the assumptions of the program was that anything that happens within the teacher education program would need to be presented in a way that would demonstrate the feeling that teachers should teach as they were taught by their professors. Furthermore, implemetation of such a creative program needed the support of school people as real partners. It would be of little utility to create an innovative teacher education program only to have the students from the program function in schools that were perceived to be anachronisms. Therefore, based upon the Wisconsin IGE (Individually Guided Education) Program we adopted the multiunit school component as the type of school that would be the school of the 70's. We felt that a creative education program would lead to the dismantling of the self contained classroom because it was not practical in terms of the elementary schools of the future to prepare teachers in the outmoded self contained classroom concept of the past.

The concept is as simple as respecting professional competence of teachers. It assumes that teachers believe that there is a more effective way of meeting the needs and interests of today's children. We believed that groups of teachers could plan together to decide how to organize for the instruction of students in a unit. It was quite probable what they would decide to do some departmentalization, some ability grouping, some large group and small group instruction. Basically it was designed to individualize the instructional program. No other model had succeeded in doing that. The college students in a competency based program had to demonstrate the skills of a teacher not only on the campus but likewise had to demonstrate their abilities in school with a cadre of supportive teachers who understood the program and functioned appropriately.

The relationship between university and school was a real one based on a truly cooperative program where university people would work with students who were completing their modules (specifications refined) and demonstrating the behaviors stipulated in the objectives. University professors functioned in teams and attempted to demonstrate the type of teaching-learning situations that were expected in the public school setting. After experimenting at one school in Toledo the model spread throughout Northwest Ohio and was supported ideologically in terms of material development from the Wisconsin R and D Center and, in fact, became part of a national movement to have IGE in many parts of the country. In essence, IGE was the school manifestation of CBTE.

The program was put in place and served the College well for a number of years. Minor changes were made yearly, but the program essentially remained as originally developed for the first ten years of operation. CBTE seemed to address the many concerns being expressed about teacher preparation in the 1970's. However, CBTE educational reformers did not fully anticipate the problem of teacher surplus which became pronounced in the early 1980's.

They believed that for the first time in recent history, colleges of education could concentrate just on quality and less on the large number of graduates needed by the nation's schools. The impact of too many training programs, too many tenured faculty in colleges of education, and a shortage of students interested in teaching all had been underestimated. It soon became obvious that colleges were not going to put themselves out of business, but rather were going to become highly competitive for those few students who had decided on a career in teaching. In some instances, student eligibility made little difference and many colleges even recruited more young people to consider education as a profession knowing that job opportunities were limited. The hopes for improvement resulting from shortage did not occur because all the negative variables came together to create a lessening of excellence. The CBTE program in the College of Education at The University of Toledo, like most other schools, was not immune to such forces.

Enrollment Change

In 1972, when the CBTE program was being fully implemented, the College placed 960 student teachers. In 1983, there were slightly over 300 student teachers. This meant that the College had lost two thirds of its teacher education graduates. The effect of this loss of students was softened due to an increase in graduate student enrollment and the expansion of nonteaching educational programs in the College. Indeed, in 1981, the name of the College of Education was changed to the College of Education and Allied Professions. Nevertheless, the CBTE program continued to pose a number of problems for the faculty.

"Blocks," as education courses are called in the CBTE program, formerly were composed of an interdisciplinary teaching team of faculty, who instructed seventy-five to one hundred and twenty-five students. Originally, teams consisted of four or five faculty members and several graduate assistants from various departments in the College. Teaching was a mix of large group lecture with small group discussion done in "blocks" of time for class and field experiences. Instruction through an interdisciplinary team provided a dynamic atmosphere for learning, so, even though student numbers dropped dramatically, the CBTE concept as developed at Toledo continued to require the large interdisciplinary complement of faculty teams. By 1983, most blocks were operating with thirty-five to forty students; some with as few as twenty-five. Adjustments were attempted, but smaller teams could not meet the teaching potential on which the program was developed.

Most higher education programs, including public higher education programs in Ohio, are funded on a full-time faculty equivalence formula driven by student credit hours generated. Although educational programs are generally underfunded by any comparison with other educational preparation programs, Toledo's CBTE was expensive. This fact did not go unnoticed by officials at the University.

Implementation Difficulties

Maintaining CBTE as originally conceptualized and being true to a philosophy of field-based, interdisciplinary learning was, at best, difficult.

College administrators had much friction with University administrators and College staff felt there was discrimination against teacher education (a not unheard of phenomenon in American higher education). Conversely, the University questioned if they could sustain a program that rose in per student cost from approximately $393.00 in 1972 to $2,923.00 in 1983, an increase of over 600 percent. At the same time, the College produced limited data showing that this expensive program resulted in a more able student, even though the College was recognized by various educational groups for its innovative and original approach to teacher education. No other teacher training institution had imitated Toledo, and there were no other CBTE graduates with whom to make comparisons. CBTE graduates did not take the National Teacher Examination or any other type of assessment instrument from which data could be drawn and compared to students in other teacher preparation programs. Although advocates of CBTE proclaimed excellence, absence of information, pro or con, allowed many people to simply associate Toledo education graduates with all other teachers who were being scorned nationally. A competency-based teacher preparation program using a field and interdisciplinary approach was unique in the best of economic times, but the College got little comfort from originality during hard times. Such negative external forces highlighted and exacerbated internal forces.

The CBTE program at Toledo was expensive and proved not to be exportable to other institutions. Many other Colleges studied the Toledo program and some adopted some parts, but not the program in its entirety since it simply appeared to be too labor intensive. The fact that the program was demanding of faculty was not missed by the faculty of the College. Most faculty accepted this fact and worked hard to develop and implement a truly original learning experience in teacher education. However, as is usually the case, creating is often more appreciated than maintaining. Therefore, some faculty lost enthusiasm after a few years. Other faculty never did buy into the concept of competency-based education and certainly not the CBTE approach established at Toledo. A few of the original faculty left or retired and many newer faculty were neither socialized into CBTE nor did they bring the necessary commitment. Some, of course, remained loyal to the curriculum construct they had helped pioneer.

No doubt the expectations of a field-based program are a great burden to faculty and the planning time needed for team teaching as well as adjusting to the personalities, styles, and philosophies of others on the team are demanding. In addition to the teaching, research, and service roles expected of other higher education faculty, CBTE faculty were asked to be field facilitators, resource personnel for participating schools, student mentors, team participants, CBTE researchers and evaluators, and much more.

"Burnout" could have been coined describing faculty in the College of Education and Allied Professions at The University of Toledo. For example, in the original CBTE construct at Toledo, College faculty were assigned as "facilitators" or supervisors in field experiences. These field experiences were part of block requirements. Included among the duties of the facilitator was to be "on call" to the participating school to assist school faculty or administrators in a variety of ways such as inservice teaching or trouble shooting or one kind of another. Those schools that elected to use this option could place extremely heavy demands on the College staff. College faculty often viewed facilitation as free consulting and frequently voiced frustration. Even the lack of university parking became an excuse for not visiting schools. Interestingly, many faculty perceived that the University merit system did not

recognize or reward this type of activity. Also, in the initial design, faculty were to plan and teach together in the blocks. Faculty reported that team teaching was exciting and stimulating the first few sessions. However, time necessary for planning, finding mutual planning time, and time required for reaching concensus was burdensome. Many faculty members tended to stop mutual planning and eventually resorted to "turn" teaching instead of team teaching.

Another major concern was lack of change and spontaneity. Some faculty found they could not be spontaneous because of infrigenement on fellow faculty or team plans and complained that it was almost impossible to change any aspect of the CBTE program. Needless to say, faculty attitudes also worked against change.

Change Efforts

However, it would be unfair to say that change had been entirely foreign to the CBTE program at Toledo. Indeed, both the curriculum and the delivery system were continually assessed, reviewed and sometimes modified and altered. Although change should have been characteristic of CBTE, most proved to be slow, cautious, and almost imperceptible to those engaged in the program on a day-to-day basis. Mechanisms developed to encourage change including program evaluation, student assessment, and field feedback, provided information that flowed through departments, the Academic Affairs Committee, Team Council, and the Teacher Education Program Advisory Committee. Unfortunately, change seemed to be achieved tediously and with an amount of friction among faculty. It is evident that any modification in an interactive program like Toledo's would result in outcomes that impinge on a variety of people and hence, produce resistance.

Forces for Change

As has been illustrated, there have been a variety of forces, both external and internal to the College of Education and Allied Professions that pushed for or mitigated against change. The external ones have been mainly economic, while the internal ones have been primarily brought on by staff pressures. Wisely, the College did not sway rapidly to these forces and normally moved the program forward in a considered and meaningful fashion. Alteration was designed to be an evolutionary process. But, in the last year, the CBTE program experienced its most radical revision since it was implemented.

In 1986, the Department of Education of the State of Ohio published the Revised Standards for the Preparation of Teachers. These Standards had provisions, like more content hours for secondary majors and a content major for elementary students, that necessitated extensive revision of the CBTE program. At the same time, an Ad Hoc committee of the College collected data which suggested that significant change was warranted, especially as it might relate to problems associated with interdisciplinary teaming. This aspect of CBTE no longer seemed to appeal to students, and faculty complained that teaming did not realize its intended goals. In Fall, 1986, the faculty approved major revisions in the curriculum. The program is still field- and competency-based, with some teaming, but the interdisciplinary character has been abandoned. Much study is needed to determine the effectiveness of the revised format. It is fair to say that the teacher preparation programs at Toledo will continue to evolve.

Reforms in the Teacher Education Program at The University of Toledo

Social Forces and Educational Change

This program revision is being carried our amid numerous social forces which have an impact on education. For example, there is a shrinking pool of candidates entering teaching and they appear to be less qualified.

Based on her research Feistritzer (1983) has reached the following asssessment of this problem:

> Never before in the nation's history has the caliber of those entering the teaching profession been as low as it is today. Scores of high school seniors taking the 1982 Scholastic Aptitude Test showed those choosing teaching as a major fell well below those entering the arts, the biological sciences, business, commerce and communications, physical sciences, and social sciences. This was true for every state in the union. Teaching, clearly, is not attracting America's best minds (1983, p. 112-3).

Table I

SELECTIVE PERCEPTIONS OF THE TALENT
ENTERING THE TEACHING PROFESSION

-- Among teachers entering the profession in 1973 almost 213 scoring in the top decile on the NTE had left the profession while only 1/3 of the bottom decile had sought other employment (Schlecty & Vance, 1981, pp. 106-112.

-- There are currently nationwide teaching shortages in math, physics, chemistry, computer science, biology and English (Association for School, College, and University Staffing, 1984).

-- Fewer than half of newly hired teachers in math and science were eligible for certification (NCES, 1985).

-- In 1981 40% of respondents in an NEA survey reported that they would not enter the profession again if given a chance (NEA, 1982, pp. 73-76).

-- Among teachers in the profession who are most dissatisfied, the best qualified teachers (in content fields) have reported the greatest dissatisfaction with salary, working conditions, autonomy and bureaucracy (Darling-Hammond, 1984, p. 14).

-- Fewer than 5% of high school seniors who took the SAT in 1982 said they intended to major in education -- down 50% since 1973 (U.S. Department of Education, 1983, p. 182).

-- College aspirants intending to major in education scored lower on standardized vocabulary, reading and mathematics achievement than other college bound seniors (Feistritzer, 1984, p. 88).

-- Young people recruited to teaching after 1970 have been well below the typical high school senior and college student in academic performance (Weaver, 1984, p. 39).

4) integration of teaching problem solving/thinking skills.

5) more specificity on providing for the needs of exceptional children.

6) improving communication skills with parents.

Working with these requirements was viewed by our faculty as a real test. Few, if any, of the departments challenged either the intent of the standards or their requirements. The only major difficulty was encountered in the possibility or creating a course for each line in the standards and still maintaining a 192 quarter hour program.

As described earlier, the University of Toledo program had been a competency based, interdisciplinary team taught curriculum. Given the new requirements, our recent history, and recognition that our program may be too labor intensive respecting demands for faculty supervision, the Undergraduate faculty determined to rebuild our program from the ground up. This led to a reconceptualization of each degree program. Course requirements were studied; lengthy conversations occured within departments, between departments and between colleges as majors were built, general education requirements negotiated and a professional education sequence designed. The major outcome of this curriculum development activity was to eliminate the interdisciplinary teams. While teams may exist and a performance based conceptualization maintained, new courses were designed to be department controlled.

A preprofessional sequence was designed to be required of all students. This sequence is identified in Figure 1.

The individual program certification areas designed their programs according to general patterns.

Each of the new programs provides for certification under 200 quarter hours. They incorporate:

1) stronger academic preparation.

2) careful selection, screening and admission requirements to the professional program.

3) a strengthened and redefined professional education program.

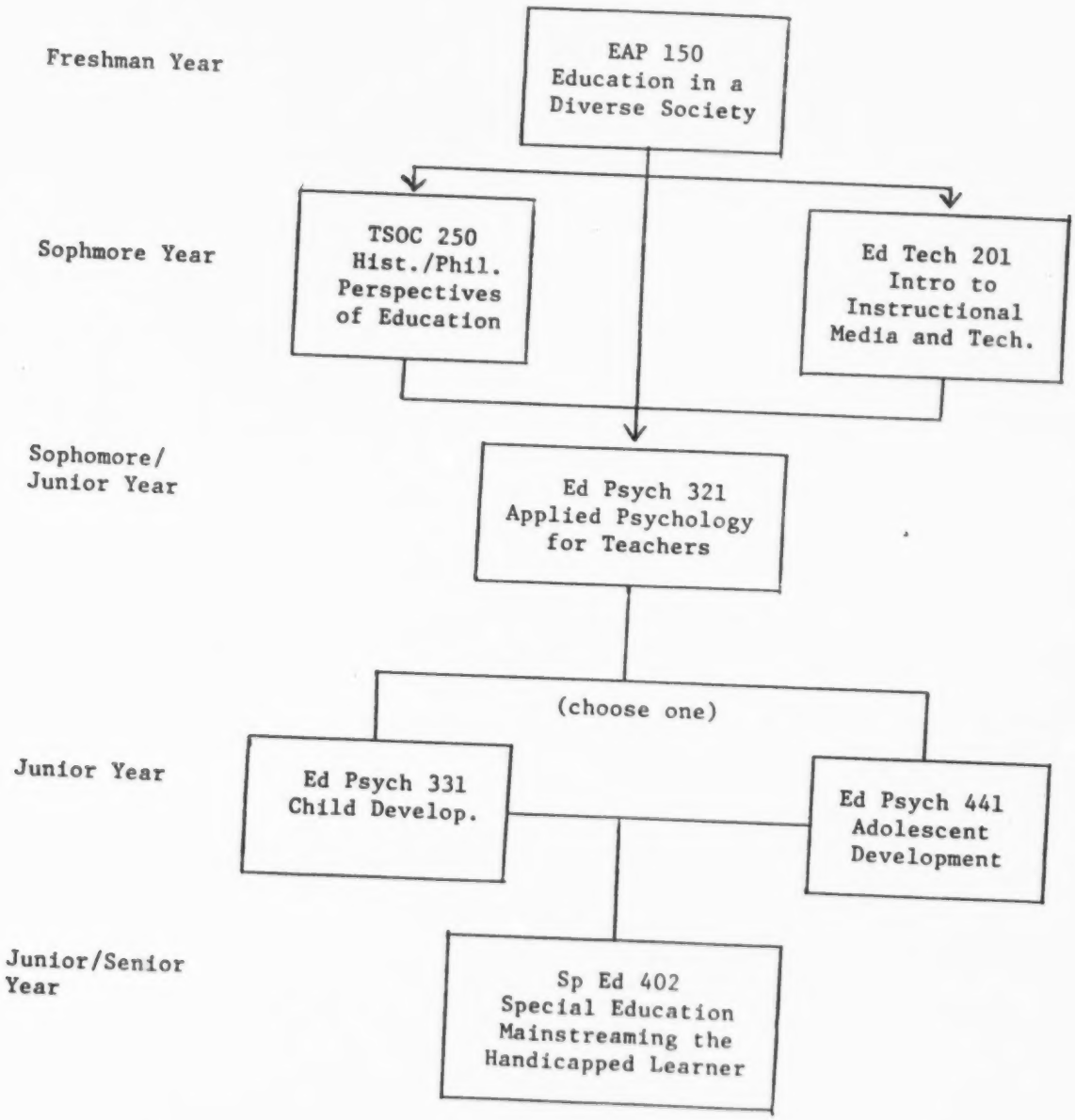
4) a new generic teaching skill sequence.

5) an improved advising system.

6) maintenance of our strong traditions of field experience and performance assessment. We greet the transition with confidence.

Figure 1

Generic Teaching Skill Sequence
College of Education and Allied Professions
The University of Toledo



Evaluation and Assessment in the CBTE Program

Evaluation Problems

The development of competency-based teacher education (CBTE) programs has not been free of confusion. The concept is straightforward enough; the program should develop the desired teaching competencies (or at least some competencies) and prospective teachers would be certified when they attained the competencies. In some cases, there were no recognizable competency statements for programs supposedly competency-based. Some programs had an unmanageable number of competencies, others had few competencies, so broadly stated that they were of little use. Any competency-based program needs an identification of the competencies intended from the program. Then the evaluation of performance relative to those competencies may be undertaken. Usually, the final compontent of a CBTE program to be implemented is the evaluation of the extent to which students in the program attain the competencies. In some cases, this is never done in a formal manner.

The Identification of the UT Competencies

The UT competencies for the CBTE program were based on a content analysis of the instructional modules of the program. The process of finalizing the list of competencies was one of successive approximations, until the final list contained 49 competencies. These were competencies in the general portion of the program, appropriate for prospective elementary, secondary and special education teachers. The 49 competencies were grouped into five topic areas for convenience. The competencies along with a more detailed description of the evaluation process and results is found to Dickson and Wiersma (1984).

Observation System Used at UT

There are various strategies and approaches to observation, and Evertson and Green (1986) have provided a comprehensive summary of observation as a form of inquiry. The approach discussed here is that of "category system." Such systems are typically closed with present categories. Samples of behaviors or processes are taken as they occur within a given time period. The data may consist of tallies or checks, or ratings if the units of the system are continuous rather than discrete.

The units of an observation system take on great importance; an importance that often may be unrealized by those using a system. Fassnacht (1982) emphasizes this importance:

> Decisions about units are of great importance insofar as they establish principles with regard to the statements that can be made about a topic before anything has been discovered about it. By deciding on certain units, the nature of the relationships that can subsequently be discovered is defined. One can neither discover nor construct anything beyond the limits imposed by these units. (p. 57)

This point becomes especially clear when we consider observation of the same teaching encounter with two or more systems. It then becomes apparent that

measurement in this area is highly instrument dependent. In the final analysis, it is the observation system that defines operationally the measurement, regardless of what descriptive names might be assigned to the behaviors and processes.

There are numerous inventories or systems available for observing teacher performance, yet the selection of a system is no trivial matter. If an existing inventory can be used the required work is greatly reduced. Of course the basic question is, "How well does the inventory measure the competencies?" In an earlier pilot project at UT two systems were used that proved unsatisfactory. They were what Evertson and Green (1986) refer to as "narrative" systems. The decision was to use the Teacher Performance Assessment Instruments (TPAI) and the Classroom Observations Keyed for Effectiveness Research (COKER). These systems had been developed in the State of Georgia, one at the University of Georgia and the other at West Georgia College.

The TPAI and the COKER are quite different systems. The TPAI is considered a high-inference inventory, the COKER, low inference. High-inference observation requires the observer to make a qualitative judgment of teacher's performance, usually through a rating scale. Low-inference observation focuses on the occurrence of behaviors, without any jdugment of their quality. The details of the inventories and the processes for generating scores are complex and will not be described here. The interested reader is referred to Dickson and Wiersma (1984).

Uses of Observation Data

At UT, observation data have been used primarily for program evaluation. Thus, we have focused on group data (groups of student teachers) and made comparisons across groups. A variety of analyses have been done, but the most useful have been those involving profile analysis. Profile anlaysis is the comparison of competency scores, represented by a statistic such as the mean or median. Profiles can be generated for groups or individuals.

When considering a profile it is important to understand the structure of the scores so unwarranted conclusions are avoided. For example, a TPAI profile can involve comparisons across competencies, but a COKER profile using the proportionality score (Dickson and Wiersma, 1984) should not have comparisons made across competency scores. It is always useful to have one or more "normative groups" for making comparisons. In our research we did some of this, but many of our comparisons involved the three groups of student teachers, elementary, secondary and special education.

Profiles also can be used for individual diagnosis and assessment. The model for individual diagnosis and assessment is one of comparing an individual's scores on one or more competencies with those of some normative group. The selection of the normative group merits consideration, and for student teachers the most appropriate group probably would be a previous group of student teachers at the close of the student teaching experience. A group of experienced, successful teachers would also make a relevant comparison group, its performance sort of an empirically based standard. However, such data may be difficult to obtain and there would need to be some type of agreement on the criteria for successful teachers.

At present, the focus must be on narrower expectations such as those

prescribed by approval and accreditation groups.

Future Evaluation

We have presented a brief review of internal evaluation procedures that have been employed at the University of Toledo to assess the students in teacher preparation programs. The assessment procedures have yielded some valuable information for the College. As we enter this new stage in the development of teacher education at the University of Toledo, we feel that it is appropriate to review the procedures used to assess students and programs. It is our opinion that we had been somewhat successful in assessing the competencies of our students, but that we were not always successful in translating what we learned into program modification. We feel that the new procedures implemented will improve our assessment of students and also assure that the information gained in there processes will be used to improve the programatic offerings.

Assessment of Students

The evaluation of students' performance at both the undergraduate and graduate levels is monitored systematically while they are enrolled in the College's degree programs, at exit, and periodically thereafter. Implicit in this evaluation model is the assumption that students are developing professionals whose needs for external structure and evaluation change over time. For this reason, student performance is monitored more closely and frequently at the undergraduate level. At the graduate level, the process is less structured and more individualized. A second assumption of the evaluation process is that both process and product outcomes are important. For this reason, data are collected routinely not only on how well students are mastering the content to be learned, but also on their perception of the programs in which they are enrolled. A final assumption of the process is that the evaluation of students, graduates, and programs is an interdependent process wherein the evaluation of each component assists in the evaluation of the other two. Based on these assumptions, we intend to implement the following:

1) Students are assessed before they are admitted to the University and to the College. These requirements included ACT test, required high school gpa, and completion of specific high school curriculum. The procedures are similar for transfer students.

2) Students are required to take and pass the reading, writing, and mathematics test of the NTE Pre-professional Skills Tests. In addition, each student's oral communication skills, listening skills, motivation, interpersonal skills, and professionalism are assessed by the student's advisor, by two public school cooperating teachers, and two faculty members in the College.

3) Students are assessed for admission to professional education. This process occurs around the end of the sophomore year or at the beginning of the junior year. In order to be admitted to the program, students must have the required gpa, test scores, recommendations, and endorsement by departmental committee.

4) Students are also assessed in the wide range of pre-student teaching clinical and field hours. Each student must complete a minimum of 300 clock hours prior to student teaching. In each of these experiences, students are

expected to demonstrate specific skills.

5) Students are assessed in their student teaching experience. In addition to the systematic oral and written feedback provided about their performance throughout the experience, two standardized measures are used routinely to evaluate student teachers. First, we will use the Teacher Performance Assessment Instruments (TPAI) to assess competence in the areas of planning and implementing, evaluating learner progress, and creating a positive climate for learning. This instrument is administered by the University supervisor or other trained University personnel. Second, the core battery of the National Teacher Exam (NTE) will be administered on campus in the eight or ninth week of the experience. This exam evaluates academic proficiency in communications and both general and professional knowledge. This exam may be changed because the Ohio Department of Education is making a decision on what exit/certification exams to require in order to meet the "new" state standards.

6) Students are asked to respond to a perceptual instrument at exit. We have developed a perceptual based instrument that is taken from the TPAI. This instrument is used to determine the student's perception of how well we prepared them to perform some thirty competencies.

7) A follow-up instrument will be sent to the graduate three years after they have completed the program. This follow-up instrument will be based on the TPAI and similar to the exit instrument. We will of course expand the instrument to collect other data normally assessed in program follow-up. With this follow-up we hope to determine the perceptions of practicing teachers on how well we prepared them to perform specific competencies. We will compare the responses given at exit with those provided three years later.

Evaluation of Results to Improve Programs

The College of Education and Allied Proferssions is constantly striving to improve the quality of its programmatic offerings. The program review process was developed to assure that the College systematically evaluates its programs and uses these results in the improvement of those programs. Key points of the process include:

1) During the spring and summer of each academic year, the results of student and program assessments are summarized in an annual report to the Dean, the College Planning and Review Committee, and each academic department within the College.

2) The Planning and Review Committee reviews the report and informs the Dean and the Departments of their concerns.

3) The departments then review the findings and respond in report to the committee. In this report they include their interpretations of the data and the implications, if any, for program modification.

4) The Planning and Review Committee then prepares its own report summarizing its reaction to the action recommended by the departments. This report is circulated to all departments, to the Dean, and to the College Advisory Committee.

Conclusion

The faculty of the College of Education and Allied Professions at The University of Toledo remain committed to a competency based, field centered approach to the preparation of professional educators. Much current reform speaks to the necessity of identifying learning outcomes for teachers and stress the need for extensive pre-service experiences in schools. Toledo has led the way in these efforts and has much to share with other teacher education institutions. However, our focus now will be on maintaining a viable outcome oriented program. In addition, continuing research in the knowledge base underpinning education is necessary to allow our program to evolve.

In 1982 in a monograph entitled, The Future of Teacher Education (Corrigan et al., 1982), Corrigan presented a discussion of some compelling curriculum issues in teacher education. Corrigan closed his arguments by noting:

> The problems of teacher education are not insoluble, but they are not problems that a simple solutions or minor tinkering will correct. More fundamental changes in the education system are needed. These changes must occur in school settings as well as in the universities. Central to a new design of teacher education for the 1980's and beyond is recognition of the fact that preservice education, inservice education and the schools and colleges themselves, are interrelated and interacting components of one education system. We must replace our present disconnected approach with a new partnership that provides an interlocking process of educational process of educational spectrum. Resources, both financial and personal, must be directed toward strategies that link schools seeking to change with teacher-education institutions seeking to break out of obsolete patterns of preparation. (1982, page 44)

The process we have begun at the University of Toledo is responding to new state requirements and has provided us with just the kind of beginning that Corrigan seemed to anticipate. We are now anxious to assess the impact of our development efforts.

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